



Follow the Drinking Gourd to Improved Creative Writing

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Curriculum Area	Language Arts
Subject Area	Creative Writing/Genre Studies
Grade Level	5 th grade
Learning Objectives	<ul style="list-style-type: none"> The student will be able to identify the conflicts and positions of slaves, slaveholders, and members of the Underground Railroad network in the time preceding the Civil War. The student will synthesize information from a variety of sources (i.e. video, photographs, Internet, encyclopedia, texts, and trade books) to write and edit an essay about the perspective of a person living during the time of the Civil War (i.e. slave, slaveholder, soldier, politician, nurse, etc.).
Correlation to the SOL	English 5.1, 5.5, 5.6, 5.7, 5.8 History and Social Science 5.7, 5.9 C/T 5.3, 5.4
Video/Technology Hardware/Software Needed	<p>For class: Computer with Internet connection Computer Projection System Television monitor and VCR</p> <p>For each student: Computer with Internet connection and Printer Word Processing software (such as <i>ClarisWorks</i> or <i>Microsoft Word</i>) Slideshow software (such as <i>ClarisWorks</i> or <i>HyperStudio</i>), optional Copier or scanner, optional</p> <p>Video: <i>Reading Rainbow # 96: The Drinking Gourd</i></p>

	<p>Web Sites:</p> <p><i>The Underground Railroad Table of Contents</i> - a collection of pictures, biographical accounts, maps, and facts about the people behind the Underground Railroad. http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/contents.htm</p> <p><i>Follow the Drinking Gourd</i> - Explanation of Lyrics http://www.okbu.edu/academics/natsci/planet/shows/gourd.htm</p> <p><i>A Comparison of the Underground Railroad and the Holocaust</i> http://www.people.virginia.edu/~pm6f/Day1.html</p> <p><i>Testimony of the Canadian Fugitives</i> - first person narratives from slaves who traveled the Underground Railroad to freedom. http://history.cc.ukans.edu/carrie/docs/texts/canadian_slaves.html</p> <p><i>The Selected Civil War Photographs Collection</i> http://rs6.loc.gov/ammem/cwphome.html</p> <p><i>The Valley of the Shadow</i> - a comparison of two communities (Augusta and Franklin Counties) during the American Civil War. The site includes pictures, maps, and diaries and letters. http://jefferson.village.virginia.edu/vshadow2/</p>
Materials Required	<p>For class:</p> <p>Text sets (1-4 copies of each book as available):</p> <p><i>The Boys' War</i> by Jim Murphy <i>Lincoln: A Photobiography</i> by Russell Freedman <i>A Picture Book of Harriet Tubman</i> by David Adler <i>If You Traveled on the Underground Railroad</i> by Ellen Levine <i>The Drinking Gourd</i> by FN Monjo <i>If You Lived at the Time of the Civil War</i> by Kay Moore</p> <p>For each student:</p> <p>Paper and pencil Civil War writing journals Plot Worksheet for use with <i>Follow the Drinking Gourd</i> Scoring Rubric Scissors and tape</p> <p>For reading pairs:</p> <p>A copy of <i>Follow the Drinking Gourd</i> by Jeanette Winter</p>
Procedures/Activities	<ol style="list-style-type: none"> 1. Insert the video <i>Reading Rainbow: The Drinking Gourd</i>. Fast-forward to the picture of two hands separating, followed by a picture of the sun in the sky. Say to the students, "In this segment, you are going to study the life of a slave man. What does he say life as a slave is like? What kind of work did slaves have to do?" Play the video until the man says, "Even on Sunday, you're at the master's call." Stop the video and discuss the students' observations. 2. Say to the students, "In this next segment, I want you to study the role music played in the life of the slaves. What traditions did they keep?" Resume the video. Stop the video after the host (Levar Burton) says "Many survived and built their hopes that someday their children might be free." Discuss the students' observations. 3. Say to the students: "In this next segment, I want you to look for two things. Why would slaves want to run away and what were some risks they faced? What was the drinking gourd?" Resume the video. Stop the video when the host holds up the book <i>Follow the Drinking Gourd</i>. Discuss the students' observations. 4. Play the song "Follow the Drinking Gourd" from either the <i>Reading Rainbow</i> segment or from a recording (music teachers often have this in their collections). The students can also refer to the lyrics, which are printed in the back of the book by Jeannette Winter. Ask the students to read the lyrics again

	<p>to themselves. What do they think a drinking gourd is? What do they think the song is telling them? Discuss their ideas.</p> <ol style="list-style-type: none"> As they read the story together, they will look for three things: the development of the plot, how conflicts are resolved, and the meaning of the song. Have students read the story in pairs or in small groups. When students have finished reading the story, discuss any ideas or questions that were raised by <i>Follow the Drinking Gourd</i>. Give each student a copy of the Plot Worksheet. Have them complete the information, cut out the blocks, and organize them into chronological order. Discuss the answers. Play the song "Follow the Drinking Gourd" again. Discuss the meaning of the song. Using the computer projection system, introduce students to the <i>Follow the Drinking Gourd</i> Web site. Have the students use the lyrics to draw a map showing the path that Molly and James took in the story. Introduce students to plot in historical fiction writing by using the projection system to take students to visit the Web site, <i>A Comparison of the Underground Railroad and the Holocaust</i>. Allow students to fill in the required fields, then read aloud the stories that pop up on the computer/projector screen. Discuss the elements and details that make these examples interesting. Ask what details they need to include in their own writing to make it interesting. Hand out the Historical Fiction Rubric. Allow each student to select a photograph to use as the basis for their journal writing. Good examples of photographs can be found in <i>The Boys' War</i> and <i>Lincoln: A Photobiography</i>; as well as at the <i>The Selected Civil War Photographs Collection</i> Web site (a collection of 1,118 photographs with pictures of soldiers and officers, slaves, and battles) and <i>The Valley of the Shadow</i> Web site (with pictures, maps, and diaries and letters from Franklin and Augusta Counties). Using their research and the selected photograph, each student will write an historical fiction short story about the life of a slave, slave owner, soldier, nurse, politician, or Underground Railroad conductor. The stories should reflect the historical facts the students learned in their research as well as the details available in the picture. Each story should have a good plot structure, with a beginning, middle, and ending to the story. Students should go through the editing process to refine their stories. When they have completed the editing process, have the students word process their writing for publishing. The final, published pieces of writing should be mounted with the pictures and shared orally with the rest of the class. Students may also publish their journal entries and photographs in a <i>ClarisWorks</i> or <i>HyperStudio</i> presentation.
Content Assessment	Students will be assessed based on their completed Plot Worksheets , their participation in classroom discussion, and their historical fiction stories (using the attached rubric)
Technology Integration Assessment	The teacher will assess student use of the technology through observation and through the final published writing pieces (using the attached rubric).
Extensions	<p>Social Science: Students could post their stories on the Internet. They could also e-mail questions about the Civil War and the time leading up to it to history professors and professional researchers.</p> <p>Geography: Students could map the various routes taken for the Underground Railroad</p> <p>Science: Students could study how other peoples have used stars with which to navigate through the ages</p>

PLOT WORKSHEET

DIRECTIONS: Answer the questions, using the words and pictures of *Follow the Drinking Gourd* by Jeanette Winter for clues. When you have finished answering the questions, cut out the squares and arrange them in the order that they happened in the book. Tape the squares together to make a timeline

What was Peg Leg Joe's plan?	How do you think Molly, James, Isaiah, Hattie, and George felt when they finally crossed into Canada? Why do you think that?
How do you think they felt when they saw Peg Leg Joe waiting at the wide Ohio River? Why do you think that?	What happened to the slaves at the first stop on the Underground Railroad?
Name three things that happened to them as they followed the drinking gourd to the river's end.	What happened to Molly, James, Isaiah, Hattie, and George on the first night and day of their escape?
Where did James and Molly and their family rest and prepare for the rest of their trip on the Underground Railroad?	Why did Molly and James decide to run away from the plantation?

Historical Fiction Rubric:

	Excellent (4 pts.)	Good work (3 pts.)	Average (2 pts.)	Needs work (1 pt.)	Total
Story:					
Plot	Well-developed plot that is interesting	Plot has some interesting parts	Plot has identifiable beginning, middle, and end	Plot has no identifiable beginning, middle, and end	
Historical Accuracy	Facts well integrated into story	Several facts used in story and all are accurate	Some facts used in story and all are accurate	Few facts used in story and/or some are inaccurate	
Relation to Photo Chosen	Photo is very well matched to story and many items from the picture are worked into the plot	Photo is connected to the story and one or two items in the picture are worked into the plot	Photo is obviously related to the story	Photo is not obviously related to the story	
Word Processing:					
Errors (spelling, grammar, typos)	No errors	1-2 errors	3-5 errors	More than 5 errors	
Neatness	Very attractive with nice readable font	Attempts made to add some style without hindering readability	Cleanly printed	A bit messy	